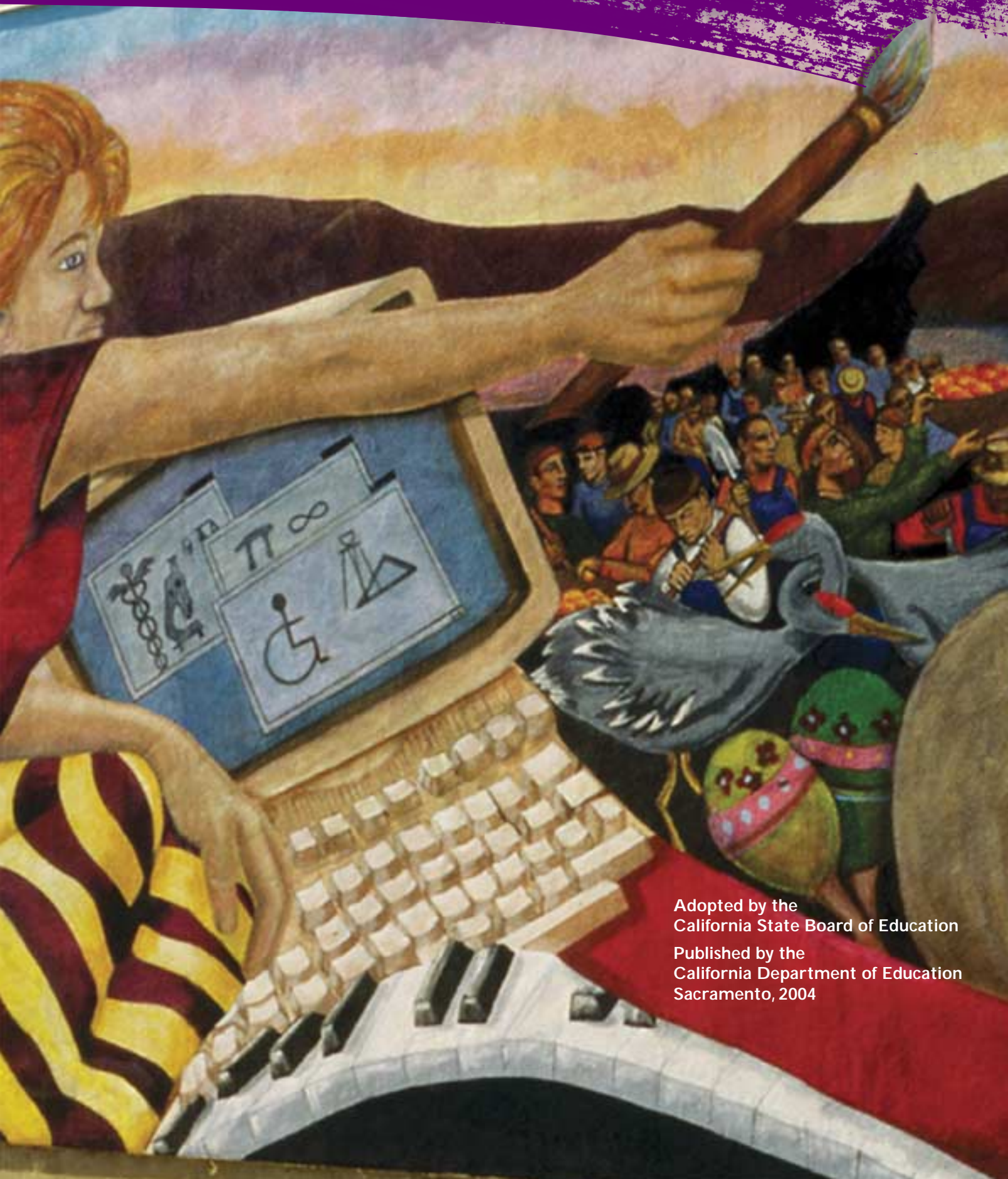


Visual and Performing *Arts* Framework

for California Public Schools • Kindergarten Through Grade Twelve



Adopted by the
California State Board of Education
Published by the
California Department of Education
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Visual and Performing *Arts* Framework for California Public Schools

Kindergarten Through Grade Twelve

Developed by the
Curriculum Development and Supplemental
Materials Commission

Adopted by the
California State Board of Education

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The framework was developed by the Curriculum Development and Supplemental Materials Commission. (See pages vii–ix for the names of the members of the commission and the names of the principal writer and others who made significant contributions to the framework.)

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Cover Art

This 1994 work, titled *Blueprint for a Better Tomorrow*, is a mural conceived, designed, and painted by students in Professor Malaquias Montoya's Mexican and Chicano Mural Workshop. Professor Montoya teaches Chicana/Chicano Studies at the University of California, Davis. The mural, which measures 14 feet by 87 feet, is located at Will C. Wood High School in Vacaville, California. The mural was photographed by Jim Prigoff. The inset on the back cover was photographed by Lezlie Salkowitz-Montoya. Used by permission.

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Foreword

Pablo Picasso once observed, “Every child is an artist. The problem is how to remain an artist once he grows up.” One of our jobs as educators is to nurture our students’ creativity and knowledge. To achieve this goal, the California Department of Education and the California State Board of Education are pleased to present the *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve (2004)*, which will help educators provide students with a solid foundation in the arts.

This framework is based upon the visual and performing arts content standards adopted in January 2001. The framework incorporates the content standards for dance, music, theater, and visual arts and defines the five strands of an arts program: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications.

This framework is especially noteworthy for its inclusion of the multifaceted role of media and electronic technology in the arts. California is an international leader in the technology and entertainment industries; providing our students with an education in the arts supports our state’s future and our economy.

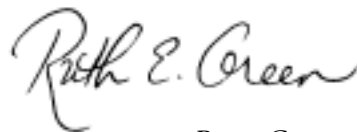
It should also be recognized that the importance of the arts extends into other areas of schooling. A 1999 study from the Arts Education Partnership indicated that students with higher levels of arts involvement were more likely to be high achievers on tests, were less likely to drop out by grade ten, and were more engaged with learning during the school day.

We ask that all education stakeholders—including families, artists, community groups, and representatives of museums, galleries, colleges, and universities—collaborate with schools to ensure that students have a variety of experiences for imagining, exploring, and creating the visual and performing arts. California leads the nation and the world in the arts, and this framework will ensure that we continue our prominence in arts education.



JACK O'CONNELL

State Superintendent of Public Instruction



RUTH GREEN

President, State Board of Education

Acknowledgments

The *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* was adopted by the California State Board of Education in January 2004. Members of the State Board of Education who were serving at the time the framework was approved were:

Reed Hastings, President
 Joe Nuñez, Vice President
 Robert J. Abernethy
 Donald Fisher
 Nancy Ichinaga
 Suzanne Tacheny

The original draft of the framework was prepared by the Visual and Performing Arts Curriculum Framework and Criteria Committee (CFCC) between February and August 2002. This diverse group included teachers, school administrators, university faculty members, and arts specialists working in public schools. The State Board of Education and the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) commend the following members of the CFCC and extend great appreciation to them:

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Note: The titles and affiliations of persons named in this section were current at the time the document was developed.

Vicki Lind, University of California, Los Angeles
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 Academic Affairs
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Lora Griffin, Chair, (retired), Sacramento City Unified School District
William Brakemeyer, Vice Chair, (retired), Fontana Unified School District
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Kerry Hammil, Oakland Unified School District
Julie Maravilla, Los Angeles Unified School District

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Edith Crawford, Vice Chair, San Juan Unified School District
Norma Baker, Los Angeles Unified School District
Catherine Banker, Upland, California
Milissa Glen-Lambert, Los Angeles Unified School District
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Michael Matsuda, Anaheim High School District
Stan Metzenberg, California State University, Northridge
Veronica Norris, Tustin, California
Rosa Perez, Canada College, Redwood City

California Department of Education staff who contributed to the development of the *Visual and Performing Arts Framework* included:

Sue Stickel, Deputy Superintendent, Curriculum and Instruction Branch
Thomas Adams, Director, Curriculum Frameworks and Instructional Resources Division

Donald Kairott, Administrator, Curriculum Frameworks Unit

Nancy Carr, Visual and Performing Arts Consultant, Curriculum
Leadership Unit

Christopher Dowell, Education Programs Consultant, Curriculum
Frameworks Unit

Don Doyle, Visual and Performing Arts Consultant, Curriculum
Leadership Unit

Martha Rowland, Education Programs Consultant, Curriculum
Frameworks Unit

Stacy Sinclair, (former) Education Programs Consultant, Curriculum
Frameworks Unit

Mary Sprague, Education Programs Consultant, Curriculum Frameworks
Unit

Tonya Odums, Office Technician, Curriculum Frameworks Unit

Teri Ollis, Analyst, Curriculum Frameworks Unit

Patrice Roseboom, Analyst, Instructional Resources Unit

Tracie Yee, Analyst, Curriculum Frameworks Unit

Introduction

A discussion of the arts focuses on how people communicate their perceptions, responses, and understanding of the world to themselves and to others. Since their first appearance thousands of years ago, the arts have been evolving continually, exhibiting the ability of human beings to intuit, symbolize, think, and express themselves through dance, music, theatre, and the visual arts. Each of the arts contains a distinct body of knowledge and skills that characterize the power of each to expand the perceptual, intellectual, cultural, and spiritual dimensions of human experience.

This capacity of human beings to create and appreciate the arts is just one of many reasons to teach the arts in the schools. Study and practice in the arts refine students' abilities to perceive aesthetically, make connections between works of art and the everyday lives of people, and discuss visual, kinesthetic, and auditory relationships. Students are taught to locate works of art in time and place, make reasoned judgments about them, and investigate how works of art create meaning.

Acknowledging that the arts enhance and balance curriculum, this framework for the twenty-first century implements the visual and performing arts content standards adopted by the California State Board of Education in January 2001. The purpose of those standards, which express in the highest form what students need to learn and be able to accomplish in the arts, is described in the *Visual and Performing Arts Content Standards*.¹

The standards were developed in response to Senate Bill 1390 (Murray), signed by Governor Gray Davis in September 2000. That bill calls for the adoption of visual and performing arts content standards by the California State Board of Education and states that instruction in the visual and performing arts should be made available to all students. However, as with standards in other curriculum areas, the bill does not require schools to follow the content standards and does not mandate an assessment of pupils in the visual and performing arts. As stated in the bill, "The content standards are intended to provide a framework for programs that a school may offer in the instruction of visual and performing arts."²

The *Visual and Performing Arts Framework* is designed to help classroom teachers and other educators develop curriculum and instruction in the arts so

¹ *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve*. Sacramento: California Department of Education, 2001.

² *Ibid.*, p.ix.

that all students will meet or exceed the content standards in dance, music, theatre, and the visual arts. Specifically, the framework:

- Presents guiding principles for instruction in dance, music, theatre, and the visual arts (Chapter 1)
- Guides the planning, implementation, and evaluation of comprehensive, standards-based visual and performing arts education programs (Chapter 2)
- Presents the key content standards for kindergarten through grade eight that provide a beginning point for standards-based instruction; the complete content standards in dance, music, theatre, and the visual arts for kindergarten through grade eight; and the content standards for the beginning or proficient level and advanced level for grades nine through twelve (Chapter 3)
- Guides curriculum development for comprehensive, standards-based visual and performing arts education programs (Chapter 4)
- Provides information on the purpose and forms of assessment in the arts (Chapter 5)
- Presents details on teacher preparation and professional development for each arts discipline (Chapter 6)
- Provides criteria for the evaluation of instructional materials in the arts for kindergarten through grade eight (Chapter 7)
- Includes a glossary of terms that appears after the appendixes
- Provides an extensive list of selected references and resources that appears at the back of this publication